LEA: _____ *Teacher:* _____

School: _____ *Interviewer:* _____ *Date:* _____

Setting: _____ *Resource__ Self-Contained __*

1	What are the best things about your school's special education program?	No right answers

2	**Child Find**	• 0
2a 1	Before making the decision to refer a child for a special education evaluation, list four types of documentation teachers keep to demonstrate that classroom interventions failed.	1. 25 2. 50 3. 75 4. 100
2b	Who are two people who can make referrals for a special education evaluation?	• 0 1. 50 2. 100

3	**Evaluation and Eligibility**	• 0
3a	Who are the required members of the evaluation/eligibility team?	1. 33 2. 66 3. 100

3b	Describe four ways in which you participate in the evaluation process.	• 0 1. 25 2. 50 3. 75 4. 100
3c	Describe three ways that you or the team obtain parental input to the evaluation process.	• 0 1. 33 2. 66 3. 100
3d	How does your Evaluation Team summarize evaluation results?	• 0 1. 100
3e	What is your role in the eligibility determination meeting?	• 0 1. 100
3f	What are two factors you must consider when selecting tests to administer to a student?	• 0 1. 50 2. 100
3j	Who maintains the current listing of the names and positions of individuals having access to personally identifiable information on students with disabilities? Where is the listing located?	• 0 1. 100

4	**IEP**	• 0
4a	Who are the required members of the IEP team?	1. 25 2. 50 3. 75 4. 100
4b	Describe four of your responsibilities in the IEP process.	• 0 1. 25 2. 50 3. 75 4. 100
4c	On a scale of one to five, with one being low, how involved are the required team members in the IEP meeting? *(Average the ratings to score this item.)* • LEA 1 2 3 4 5 • General (Regular) Educator 1 2 3 4 5 • Parent(s) 1 2 3 4 5 • Special Educator 1 2 3 4 5 • Others (related service providers, transition agencies) 1 2 3 4 5	1. 20 2. 40 3. 60 4. 80 5. 100
4d	How do you coordinate the efforts and services of the IEP team?	• 0 1. 100
4e	Describe three steps you would follow if a student transfers to your school with an existing IEP.	• 0 1. 33 2. 66 3. 100
4f	How do you inform general education teachers and related service providers of their responsibilities regarding IEP implementation?	• 0 1. 100

5	**U-PASS Data**	• 0
5a	Discuss four issues to consider when deciding how a student with disabilities will participate in the U-PASS testing program(s). (Unless preschool, K, or over 18)	1. 25 2. 50 3. 75 4. 100
5b	Describe three things you do when statewide tests (CRTs and others) are administered.	• 0 1. 33 2. 66 3. 100
5c 2	Describe two ways you have utilized data provided from U-PASS testing results.	• 0 1. 50 2. 100
5g	What are three ways students with disabilities can participate in U-PASS testing programs?	• 0 1. 33 2. 66 3. 100

6	**Access to the General Curriculum/LRE**	• 0
6a	How does the IEP team determine the amount of special education and related services a student needs?	1. 50 2. 100

6b	How does the IEP team determine placement?	• 0 1. 50 2. 100
6c	List three ways you and the team ensure each student with disabilities participates with non-disabled peers to the maximum extent appropriate.	• 0 1. 33 2. 66 3. 100

7	**Paraeducators**	• 0
7a	How are paraeducators trained when working in your program?	1. 100
7b	How is supervision provided for paraeducators when they are assigned to your program?	• 0 1. 100

8	**Student Success**	No right answer
8a	What is your school focusing on to improve success for all students?	
8b	How do these activities include provisions for students with disabilities?	• 0 1. 50 2. 100
8c	What are your priorities for improving your school's special education program?	• 0 1. 100

9	**Personnel Development/CSPD**	• 0
9a	How are professional development training needs determined in your school or LEA?	1. 33 2. 66 3. 100
9b	Who are the groups of people included in the training?	• 0 1. 33 2. 66 3. 100

10	**Student Progress**	• 0
10a	How often are parents given reports on their child's progress on IEP goals? What does the progress report include?	1. 50 2. 100
10c	What are three things you do if a student isn't making sufficient progress to achieve his/her IEP goals by the end of the IEP year?	• 0 1. 33 2. 66 3. 100

11	**LRBI/Discipline and Safe Schools Data**	• 0
11a	When should an IEP team conduct a Functional Behavior Assessment (FBA) and write a Behavior Intervention Plan (BIP)?	1. 50 2. 100

11b	When is it mandatory to conduct a manifestation determination?	• 0 1. 100
11c	What is your involvement in the IDEA disciplinary procedures for students with disabilities?	• 0 1. 50 2. 100

(If teacher has student in grades K-8 only, skip questions 12a, 12a1, 12b, and 12f.)

12	**Transition**	• 0
12a	What are four things you do to facilitate transition planning for students age 16 and up, and earlier if appropriate?	1. 25 2. 50 3. 75 4. 100
12a 1	What data and information do you consider during school to post-school transition planning?	• 0 1. 100

12b	What are three things you do to involve adult service agencies such as Vocational Rehabilitation in the secondary transition planning process?	• 0 1. 33 2. 66 3. 100
12f	What other agencies might you involve in school to post-school transition planning?	• 0 1. 100

13	**Extended School Year (ESY)**	• 0
13b	What are two things you consider to determine whether a student is eligible for extended school year services?	1. 50 2. 100

14	**Procedural Safeguards**	• 0
14a	What are five of the IDEA Procedural Safeguards or parents' rights?	1. 20 2. 40 3. 60 4. 80 5. 100

15	**Rules**	• 0
15a	What training have you had related to the state special education rules?	1. 100

16	**Parent Involvement**	• 0
16a	What are two ways in which parents are involved in placement decisions?	1. 50 2. 100
16b	Describe five areas in the overall special education process in which parents are involved in determining the educational needs and provision of services for their child.	• 0 1. 20 2. 40 3. 60 4. 80 5. 100

21	What additional resources and/or training is needed to improve the special education program in your school or LEA?	No right answer

Additional Comments: